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ABSTRACT

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Ten offers suggestions to the tutor for using the newspaper in adult reading instruction. Sample lessons are presented for a hypothetical student with beginning skills and a hypothetical advanced student. The five-step lesson outlines describe student skills, appropriate skills to teach, student.s interests and goals, relevant articles, and lesson planning procedures. Sample practice exercises are presented. Additional ideas and activities for teaching reading skills through the newspaper, a practice exercise for the tutor, and an 11-item bibliography are also included. (Author/AS)

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R A L S U

TUTOR SUPPORT LIBRARY

Instructional Concept Guide No. 10

THE NEWSPAPER

A Source of High Interest Instructional Material for Adults

by

Roberta Weiner

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Regional Adult Literacy Service Unit

A Right to Read Community Based Project

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CE 006 147

FOREWORD

The ability to read has been taken for granted in the United States for as long as most of us can remember. Unfortunately the "us" in the previous statement refers to those in the population who are indeed able to read --- for example, those of you reading this message. Adult readers make up an exclusive fraternity and seldom find themselves involved with non-readers. But in this century the tempo and technology of American life have increased dramatically. And more and more we see that a significant proportion of our citizens do not have the reading ability society requires.

In the 1970's, the Community Based Division of the Right to Read Effort addressed itself to overcoming what is rapidly becoming a crisis in the area of adult literacy. A common bond for many of the projects supported by this division of Right to Read is the use of volunteer tutors to teach the older, out-of-school individual who needs reading help. It has been generally found that, while the desire to tutor may be "born," the ability to tutor needs to be "made." Consequently the cry has gone out, "We have the volunteers but we do not have a system for training them to tutor."

RALSU, the Regional Adult Literacy Service Unit, a Right to Read Community Based project, has therefore accepted as its major responsibility the development of a tutor training and support

system. It is primarily designed for volunteers, but it can also be adapted to the training of para-professional tutors for any type of adult literacy program. The complete system includes tutor training, a support system for the working tutor, and evaluation strategies for both programs and tutors.

A key component in the system is the TUTOR SUPPORT LIBRARY. This consists of two series of units entitled Instructional Concept Guides and Functional Content Units. The Concept Guides orient and train beginning tutors and serve thereafter as reference aids for the on-the-job tutor. The Functional Content Units are designed as models for the practical application of the teaching skills gained in the tutor training. For convenience, all Guides and Units are separately bound.

The Instructional Concept Guide that follows this "Foreword" is one of the following:

1. Getting Together: Establishing a Working Tutorial Relationship
2. Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring
3. Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals
4. Help: Inside and Outside the Tutoring Agency
5. Process and Product: A Guide for Assessment of Community Tutoring Programs
6. Word Concepts: An Adult Approach to Decoding Skills
7. The Teaching of Sight Words: Ways and Means
8. The Language Experience Approach: Application for Tutoring Adults in Reading

9. The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use with Adults

10. The Newspaper: A Source of High-Interest Instructional Material for Adults

11. Resources: A Guide for Using Published Materials in Adult Literacy Programs

12. Splitting Up: Terminating a Tutoring Relationship

Guide 1 is an orientation to tutoring; Guides 2 and 3 lead the tutor through the first sessions with a student. Except for Guides 1, 2, and 3, however, the booklets need not necessarily be presented in consecutive order. Guides 6 through 10, for example, explain in detail teaching procedures that can be used to teach the lessons described in Guides 2 and 3. Other Guides, as their titles imply, deal with supplemental helps for the tutor and with program assessment.

Hopefully, these materials as a whole will satisfy a long felt need expressed by many persons involved in the management of adult literacy programs. It is also hoped that the flexibility of format will make the publications adaptable to individualizing requirements within programs.

OVERVIEW

Your first consideration in planning your tutoring lesson should be to:

1. teach your student about something that is of vital interest to him.
2. give your student the feeling that he is truly learning something that will help him to achieve his goals.

The newspaper is an excellent medium for achieving these objectives. Its content focuses on the present, reporting everyday concerns and realities. With the wide variety of topics covered in each edition, you are likely to find some articles that are appropriate for use.

The newspaper is also inexpensive, easily accessible, and appealing in format to the adult student. It will probably delight him to carry a paper under arm and be able to read from it at whatever level he can function.

Almost any method for teaching reading and any type of reading skill can be taught through newspaper content. Beginning lessons might simply require the student to circle all the "s's" in an article; whereas, more advanced lessons might require him to evaluate the article for bias. The important thing is that you determine what method and skills are relevant to your student's needs and then prepare lessons to fit these needs.

INCORPORATING THE NEWSPAPER INTO YOUR READING LESSON

To prepare an effective skill lesson, the following steps should be taken:

1. Consider what skills the student has.
2. Consider what skills would be appropriate to presently teach the student or in what skills he needs further practice.
3. Consider what the student is most interested in learning.
4. Select part of the paper that would be interesting to the student and yet appropriate for teaching one or more skills.
5. Plan your lesson procedures.
6. Implement your lesson following good lesson planning techniques.
    a. Explain or demonstrate the skill to the student.
    b. With the article you have chosen, plan an activity for him to practice the skills.
    c. Discuss the student's efforts, reinforcing the correct responses and explaining any mistakes.
    d. Plan an activity for further practice and for checking the student's understanding of the lesson.

Sample Lesson - Beginning Skills

This lesson is planned for a hypothetical male student, aged 25, who is unemployed and is interested in obtaining a job.

Step 1: Student Skills
The student is a beginning reader. He can recognize letters of the alphabet, can write them, and can read a few basic sight words.

Step 2: Appropriate Skills to Teach
Practice letter recognition, practice distinguishing letters in words, learn sight words.

Step 3: Student's Interests and Goals
Job-related

Step 4: Relevant Articles
About employment, help wanted ads

Step 5: Planning Lesson Procedures

a. Materials Needed: want ads, felt tipped pen, scissors, glue, paper, index cards
b. Have the student find the circled words that begin with A. Cut them out and glue them under Column A.
c. Do the same with the "B" and "C" words.
d. Check the student's work.
e. Read the job titles to the student.
f. Select 2 or 3 titles that interest your student. Read the ads for these. Talk about the jobs with the student discussing the qualifications, responsibilities, pay, etc.
g. Write each of the job titles on an index card.
h. Have the student complete another exercise to give further practice and to evaluate his ability to classify words by A, B, C.
i. Plan an activity or two using the sight words.

WANT ADS

Help Wanted

A

ATTORNEY

HOLDING CO. TO $40,000
Must have knowledge of holding co. SEC rulings, taxes, etc to join #1 oil & gas holding company.

LIFE/CLAIMS TO $25,000
Medium size life insurance co is seeking attorney. Must have several yrs claims exprd. SE loc.
Dick Peterson
ALL FEES PAID
don HOWARD
PERSONNEL SVC
40 Marietta St., NW 577-9638

APARTMENT MANAGER

Opening for exp. apartment manager; liv 220 apt. units in Buckhead area. Contact Rand Levenson, 237-6305.

ATTENDANT

GAS STATION: Male/female, full/part time. Experience not required, excellent permanent position. Immediately avail. Will be working in attractive, clean surroundings. Uniforms furn., good salary and benefits. Apply in person to station mgr. Bruce Perry, Hess Station 10729, 3631 Clairmont Rd., Chamblee, Ga.
AMERADA HESS CORP.
Equal Opportunity Employer

B

WAITRESS wanted, for school days lunches. Dresden school district. 633-7173, after 6.

BARTENDER

Experienced Bartender needed. Call 633-7193 between noon and 4 P.M. Monday through Friday.

BAKER Cake Decorator, Manhattan Bakery, 577-5739.

BUILDING MAINTENANCE MECHANIC I

$754 mo. starting salary. Experience and/or training in more than one building trade, such as plumbing, electricity, masonry or carpentry. Highly desirable. Present vacancies are at the Atlanta Airport and require rotating shifts. These are federally funded CETA positions and require that applicants have been unemployed for 30 days or underemployed and that they live within the CETA area of the City of Atlanta. Apply by Friday, October 25.

CITY OF ATLANTA
PERSONNEL OFFICE
260 CENTRAL AVE., S.W.
658-6161
equal opportunity employer, m/f

C

CASHIER

3 and 4 day week, 9:30 A.M. to 6 P.M. Good working conditions, prefer Atlanta resident. Call 111-SPEED CAR WASH, Inc. 3684 NE Expwy Frontage Rd., NE. 221-3678.

ROCKYAIR WAITRESSES and bartenders. Experienced. Marietta-Smyrna area. Stone Pkwy. Now taking applications. 435-5766, 10 a.m. to 2 p.m. Ask for Walter.

COOK

Apply in person at the newly opened Peasant Uptown restaurant, Phipps Plaza, between 3-5.

STEELCUTTER Fulton Industrial area, 3-day week, excellent working conditions. Salary $80—$100 week, based on experience. Private office. Phone 691-5768. An Equal Opportunity Employer.

CLERK TYPIST

National company, Parking Paid area, excellent benefits, good salary, 35 hour week, good typing skills required. Call Mr. O'Donnell, 892-1961.

Evaluative - Practice Exercise

Directions to be read to the student: Circle the first letter in each word. Look at each word and decide if it begins with A, B, or C. Write the first letter of each word in the blank to the left of the word. Look at the first one which has already been done.

_____ Ads	_____ Barber
_____ Come	_____ Automobile
_____ Be	_____ At
_____ Babysitter	_____ And
_____ Cook	_____ Call

Turn the paper upside down and see if your answers are correct.

C	C
B	A
B	A
C	A
A	B

TUTOR NOTES

ADDITIONAL IDEAS AND ACTIVITIES FOR TEACHING READING SKILLS THROUGH THE NEWSPAPER

Beginning Skills

1. Have a "Word Hunt." Give student a list of words to find in a section of the newspaper.
2. Alphabetize the food items from a grocery display ad.
3. Ask student to look for all the words in an article that begin with the letter "b" as it sounds in boy. (or any letter)
4. Ask students to look through a page of the paper to find all the contractions. Then have him say what 2 words they represent.
5. Have students look for words containing prefixes and suffixes and underline them. Then discuss how the prefix or suffix changes the meaning of the word.
6. Omit the final frame of a comic strip. Ask students to predict the outcome.
7. Make a list of all the abbreviations used in the want ads. Teach them, a few at a time, to the students and find examples of the ones being studied.
8. Separate frames in a comic strip. Scramble the order. Tell the student to put the frames in the correct order to tell a story.
9. Give students several headlines and several articles. Ask him to match the appropriate articles and headlines.
10. Read an article. Ask the student to make up a headline for it.
11. Read an article to the student. Discuss the article with him. Ask him to summarize the article, tell his opinions about the ideas presented, or tell a related experience. Record his story.

More Advanced Skills

1. Leave out the key words in a newspaper article. Either read it to the student having him fill in appropriate words or have him read a duplicated copy filling in the blanks you have provided.
2. Write directions for the students on preparing a classified advertisement. Have him follow the directions.
3. Read an editorial to the student discussing the difference between facts and opinions. Ask the student to read another article and tell you which are the facts in it and which are the opinions.
4. Ask student to look at the front page index. Give him a list of items and have him tell you on what pages he would find the article. Have him check to see if he is correct.
5. Have student look at the weather chart to locate specific temperatures at different locations.
6. Give student several questions to answer from a page or section of the newspaper. See how rapidly he can find the information.
7. Look at the scores for the sports teams. Figure out which teams won and by how many points.
8. Collect 5 coupons from the paper. Calculate the savings per coupon. Figure out the total savings.

9. Write a letter of application applying for a job listed in the want ads.
10. Give student a list of newspaper sections and titles of various articles. Have him match the articles to the correct section.

Practice Exercise for the Tutor

Pretend that you have been assigned to tutor the studen. described below. Select an article or section of the paper that might appeal to him and plan a skill lesson with this article. There are numerous lessons that could be planned effectively. Some suggested ones are listed below for your reference after you have completed your lesson.

Student: Mrs. C has 3 children and has had very little schooling. She wants to learn to read well, to be able to take buses without getting lost, to do her grocery shopping efficiently, and to follow some of the simple, low-cost recipes she has been given. She is also interested in understanding what her children are studying in school and in being able to help them with their work. She has very little reading knowledge, but can name the letters in order and read a few sight words.

What lessons would you plan for Mrs. C that would be both interesting and instructive? If you are already tutoring you may want to plan a lesson for your own student rather than plan for the hypothetical Mrs. C. The process will be the same.

Suggestions:

1. Find the food advertisement for Mrs. C's favorite grocery store. Read off the foods being advertised and ask Mrs. C. if she buys any of those items. Record the items she chooses and teach them as sight words; that is, put them on index cards, etc.

2. Look at the recipes for the day. See if any of them appeal to Mrs. C. If there is one, read it to Mrs. C. and discuss it with her. Then have her explain the steps to take in her own words while you write them down. Treat as a language experience story. Mrs. C. might want to try out the recipe at home.

3. Make a list of the sight words Mrs. C. shows. Give her a page of the paper and ask her to find and circle the words.

4. Teach two food items as sight words. Then look at the ads to see if they are listed and, if so, how much they cost. Compare prices.

Sample Lesson - Advanced Skills

This lesson is planned for a hypothetical female student, aged 23, who is presently working in a factory. She is interested in improving her reading skills in order to obtain a better job. She would like to work in an office and eventually be a secretary. This student is also interested in clothes fashions and sewing.

Step 1: Student Skills
The student has most of the basic reading skills. She can read materials with understanding at the fourth to fifth grade level. She can also print legibly and do basic arithmetic computations.

Step 2: Appropriate Skills to Teach
Develop vocabulary and comprehension skills, teach skills related to office work such as alphabetizing and classifying

Step 3: Student's Interests and Goals
Seeks employment in an office and eventually hopes to work as a secretary; clothes fashions and sewing

Step 4: Relevant Articles and Parts of the Paper
Employment, want ads, women's section, advertisements for sales on clothes and fabrics, parts of the paper appropriate for teaching work skills

Step 5: Planning Lesson Procedures

a. Materials Needed: complete newspaper, paper, pen or pencil
b. Discuss the purposes of an index with the student. Then look at the newspaper index together, discussing each section and item that is listed. Note that the items are listed in alphabetical order.
c. Review alphabetical order with the student. If she has any difficulty, provide some exercises for practice.
d. Illustrate how an index works by locating the page number for one of the items and then finding it in the paper. Have the student do a few for practice.
e. Give the student the exercise to complete for additional practice. See "Using an Index."
f. Check the student's answers together with her and discuss any mistakes she might have made. Find the articles in the paper to verify the accuracy of the index. Talk about the ones that seem to interest her. Have her read one or two of them.
g. Give the student an assignment to complete at home that entails finding some information in the next day's paper by using the index.

Practice Exercise - Using An Index

INDEX

Astrology	9-D	Good Health	13-3
Business	15-E	Goren on Bridge	9-D
Celestine Sibley	15-B	Jesse Outlar	1-E
Comics, Jumble	9-D	Movies	4-D
Crossword	9-D	People	2-B
Dear Abby	10-B	Sports	1-C
Deaths	10-D	Television	16-B
Editorials	4-A	Want Ads	12-D
Features	1-B	Weather	2-A

Directions - Refer to the index above to answer these questions about information in the newspaper.

1. On what page(s) would you find the following:
   a. apartments for rent (want ads)
   b. the movies that are playing at the neighborhood theatres
   c. secretarial jobs that are available (want ads)
   d. the time that yoga lessons come on T.V.
   e. the weather conditions
   f. the comics
   g. advice from "Dear Abby"
   h. an editorial written by Jack Anderson
   i. the present ranks of the football teams (sports)
   j. a crossword puzzle

   Check those pages to see if you are correct.

2. The following items of a newspaper index are out of order. Rewrite them in alphabetical order.

   Movies _____
   Weather _____
   Business _____
   Women _____
   Sports _____
   Want Ads _____
   Comics _____

Sample Homework Questions:

1. What time does "Search for Tomorrow" come on T.V.?
   On what page did you find this information?

2. What are the predicted high and low temperatures for Atlanta?
   Where did you find this information?

3. Are there any job advertisements for clerks in the paper?
   If so, cut one of them out and bring it to the next session.

Bibliography of Ideas and Activities for Using the Newspaper to Teach Reading Skills

Cheyney, Arnold. Teaching Reading Skills Through the Newspaper. Newark, Delaware: International Reading Association, 1972.

Identifies various reading skills and suggests activities for practicing them. Chapter 5 is helpful for teaching beginning skills. The appendix lists additional resource materials.

Decker, Howard F. Newspaper Workshop: Understanding Your Newspaper. New York, N.Y.: Globe Book Company, Inc., 1972.

An excellent workbook that explains how to read the newspaper and the various components of a paper. The explanations and study exercises are organized on perforated sheets for easy use. The exercises, as written, assume knowledge of basic reading skills, but can be adapted for the beginning reader.

Evansville-Vanderburgh School Corporation. Newspaper in the Classroom. 201 N. W. Second Street, Evansville, Indiana: Evansville Printing Corporation, 1973.

Several materials with newspaper ideas are available from Evansville. Two of the most helpful are:

Newspaper in the Classroom, Primary Teacher's Guide.
The activities are directed to primary interests; however, many of the skill areas are similar to those of the beginning adult reader. The suggested activities can be easily modified to adult interests.

Newspaper in the Classroom, Grades 4, 5, 6, 7
An excellent source of ideas for teaching language arts skills as well as social studies, science, health, and mathematics. The appendix contains helpful sources for the tutor including a glossary of newspaper terminology, bibliography of additional newspaper sources, and suggested fiction and non-fiction for the student.

Hawaii Newspaper Agency. 605 Kapiolani Blvd., Honolulu, Hawaii

A wide variety of materials have been written by different educational consultants and teachers and have been published by the Hawaii Newspaper Agency as an educational project. They contain interesting, creative ideas for using the newspaper as an instructional tool. Some of the more helpful ones for use with adults are:

Newspaper in the Classroom: Idea Kit for Teachers
A series of booklets filled with "newspaper teaching" ideas. "Your Newspaper: A Living Textbook," and "Classroom Ideas," are particularly useful for the tutor. They describe ways to develop skills in vocabulary, scanning, map reading, comprehension, and writing as well as for building general information and content knowledge.

Using Your Daily Newspaper for Consumer Education
Contains many appealing ideas for adults including the examination of advertisements to compare price, brand, quality, and total cost and examination of the stock market.

Using Your Daily Newspaper to Turn on the Resistant Reader
Describes several sections of the newspaper and suggested activities to use with each.

How to Read Your Newspaper
A source for the tutor which describes the function, staff, sections, and writing styles of the newspaper.

Piercey, Dorothy. A Daily Text for Thinking: Newspaper in the Classroom. Phoenix, Arizona: The Arizona Republic and The Phoenix Gazette, 1970.

Poses provocative questions and activities centered around fifteen different subject areas. The activities require advanced reading skills, but may stimulate the tutor to create some of his own activities for the student he instructs.

Smith, R. B. and Barbara Michalak. How to Read your Newspaper. New York, N. Y.: Harcourt Brace Jovanovich, Inc., 1969.

A variety of activities introduces the reader to the sections of the newspaper and how to read them, with exercises for practicing various reading skills. Answers are provided for self-correction. Contains some interesting activities for the student to complete or may be used as a source of ideas for the tutor.